

**LEGISLATIVE SERVICES AGENCY
OFFICE OF FISCAL AND MANAGEMENT ANALYSIS**

301 State House
(317) 232-9855

FISCAL IMPACT STATEMENT

LS 6290

BILL NUMBER: HB 1051

DATE PREPARED: Nov 13, 1998

BILL AMENDED:

SUBJECT: Professional development for full day kindergarten.

FISCAL ANALYST: Mark Goodpaster

PHONE NUMBER: 232-9852

FUNDS AFFECTED: X **GENERAL**
DEDICATED
FEDERAL

IMPACT: State

Summary of Legislation: This bill creates a kindergarten teacher professional development program, administered by the Department of Education, to provide continuing education and other professional development activities for teachers in school corporations that conduct or make a commitment to conduct full day kindergarten programs. It requires the program to emphasize the preparation of teachers for the transition from a half day kindergarten model to an effective full day kindergarten model.

Effective Date: July 1, 1999.

Explanation of State Expenditures: The costs of a professional development program for kindergarten teachers will depend upon the number of kindergarten teachers who would attend training and development programs, and the level of appropriations that the General Assembly provides for this program.

The costs associated with a professional development program include stipends, travel reimbursements, consultant fees and costs for substitute teachers. As an example of professional development efforts that the Department of Education funds, DOE budgets \$206 per teacher for training teachers in the Integrated Thematic Instruction technique under the CLASS program (Connecting Learning Assures Student Success).

The number of current kindergarten teachers who would participate in the professional development programs and the additional teachers who would be hired by school corporations to expand to full day kindergarten would in part determine the costs of the program. Currently, 1,800 persons teach kindergarten in 290 school corporations. The additional teachers that will be needed will depend upon the number of children who enroll and the average class size. The added number of teachers could range between 1,400 and 2,000 teachers.

The professional development model could include the following components:

Statewide Efforts would include a core statewide professional development team composed of 12 members that would meet periodically through the year, a series of statewide conferences and training programs, and preparation of a video materials.

Regional Efforts: The state would be divided into nine regional study groups in which regional workshops and seminars would occur.

A Full Day Kindergarten Cadre composed of a series of educators who will act as mentors and coaches in each of the nine regions.

Evaluation: An ongoing evaluation in which a university would be contacted to do a longitudinal study to evaluate full-day kindergarten.

Explanation of State Revenues:

Explanation of Local Expenditures: Depending on how much is budgeted by the Department of Education, school corporations may need to pay for substitute teachers if school teachers attend training and teacher development programs during class hours. The daily cost of substitute teachers is roughly \$65.

Explanation of Local Revenues:

State Agencies Affected: Department of Education

Local Agencies Affected: School corporations

Information Sources: Mary Beth Morgan, Jayma Ferguson, Phyllis Usher Department of Education, Department of Education Data Bases, Indiana School Boards Association